Unit title	Marketing Travel and Tourism to Domestic and International Customers
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours (unless otherwise stated)
Links to other units	
This unit links to all other units in the Travel and Tourism specification	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism				
1	Unit introduction	GW/IS	*Visits to travel and tourism businesses or guest speakers from the industry will be a vital part of understanding strategies for marketing. Many larger businesses, such as visitor attractions, have marketing workshops that learners can attend to aid their understanding of the concepts of marketing and how to develop a strategy that works for their company.* **Lead-in:** introduce the unit. Outline the nature of the topics and the assessments that learners will be expected to complete for this unit. **Recap:** look again at terminology from other units (e.g. definitions of 'domestic' and 'international'). **Q&A:** ask learners 'What do we mean by marketing? What are the main advantages of marketing?	Paper and pens Interactive board

			Individual/pair/group activity: learners work individually, in pairs or in small groups to demonstrate any prior knowledge in the subject area. **Presentation:** learners share their findings/definitions. Share examples of good marketing and ask 'Why do you think it is good?' Learners could use the internet to research some examples. **Individual activity:** learners research two travel and tourism businesses (one local and one international). For each organisation learners identify a piece of marketing material or a marketing campaign. They list three things they like about each item or campaign and identify one way they think it could be improved. **Presentation:** learners share their ideas with the whole class. **Tutor Q&A/discussion:** ask learners 'Has marketing changed in the last 50 years? How has the internet affected marketing?' Discuss responses.	
2	**A1:** The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses	GW/IS	**Lead-in/tutor-led activity:** explain each of the 4Ps of marketing. **Tutor-led discussion:** discuss definitions of each P and their importance, explaining the role of channels of distribution and supply chains. Discuss what the marketing mix is and why it is important. **Individual activity:** learners investigate/research product and price in relation to case studies. They should focus on two differing types of travel and tourism organisation. These investigations should focus on a visit or talk learners have already experienced. Ensure that the businesses used are appropriate and that the required information is available. **Tutor-led presentation on product:** businesses often have specific products and services, aimed at different types of customer. As a class, research a well-known theme park and identify three different products/services that appeal to different types of customer – e.g. young children, teenagers and adults. Also research an international airline and identify three products/services that would appeal to different types of	Paper and pens Interactive board Tutor-created worksheets/case studies Paper and pens Sticky notes Internet access

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<td>customer.
Tutor-led presentation on price: explain that in order to maximise profits, the setting of an appropriate price for a product or service is essential. If a price is too high, then some customers may not be able to afford it. If the price is too low, then the organisation might be undervaluing their product or service.
Pair research: allocate two pricing terms per pair; each pair should find out what the following pricing terms mean with examples from businesses in the transport sector:
• value and economy prices
• optional product pricing
• premium pricing
• promotional pricing
• competitive pricing
• pricing in a global market
• peak and off-peak pricing.

Plenary: ask each pair to feed back their definitions give at least one example of each type of pricing for their chosen transport businesses.</td>
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<td>3</td>
<td>A1: The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses</td>
<td>GW/IS</td>
<td>Lead-in: following on from lesson 2, recap knowledge of price and product with a short verbal quiz.
Tutor-led presentation on promotion: travel and tourism businesses may use any number of promotional techniques to market a product or service effectively. It is essential that businesses select promotional techniques that are appropriate for the product or service and the intended target market.
Individual activity: using the internet, learners describe one each of the ten promotional techniques/material listed in the table below, and give real examples of these.

<table><tr><th>Promotional techniques</th><th>Description and examples</th></tr></table></td>
<td>Paper and pens
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Tutor-created worksheets/case studies</td>
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<tr><td>and materials</td><td></td></tr>
<tr><td>Advertising</td><td></td></tr>
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<tr><td>Public relations</td><td></td></tr>
<tr><td>Displays</td><td></td></tr>
<tr><td>Sponsorship</td><td></td></tr>
<tr><td>Social media/popups</td><td></td></tr>
<tr><td>Sales promotions</td><td></td></tr>
<tr><td>Brochures/leaflets</td><td></td></tr>
<tr><td>Press releases</td><td></td></tr>
<tr><td>Merchandising</td><td></td></tr>
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Group research task: think of the promotional techniques a local community theatre may use to market itself and then think of the promotional techniques an international chain of theme parks such as Disneyland may use to promote themselves. Explain the differences.
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<td>4</td>
<td>A1: The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses</td>
<td>GW/IS</td>
<td>Tutor-led presentation on place: place relates to the location the customer buys the product or service. It is important to make a product or service available in the right place for the target audience. An organisation might be looking to attract local, national or international customers, which will have an impact the place of sale.
Group research task: think of a small, local, independent travel agent located on the high street in the middle of a town. What sort of customers might this business be targeting? Would it be worth this business investing in the development of a high-quality website, translated into lots of different languages and accessible</td>
<td>Paper and pens
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Tutor-created worksheets
Paper and pens
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			from all over the world? **Individual activity:** learners investigate/research promotion and place in relation to two case studies you give them. These should focus on **two** differing types of travel and tourism organisation. If possible, these could be the same businesses that have been visited or from talks learners have already experienced. Ensure the businesses learners use are appropriate and that the required information is available. This will be good practice for assessment for A1.	
5	Formative activity 1	GW/IS/ AW/RS	**Tutor-led activity:** recap topics covered in lessons 1–4. Ask learners to consider how the 4Ps relate to the objectives of the two chosen travel and tourism businesses. **Tutor-led activity:** explain how the 4Ps of marketing (the marketing mix) need to work together to optimise success, using examples from different travel and tourism businesses. **Class discussion:** ask learners to give examples that exemplify some key areas of how the 4Ps work together. **Summary/Plenary:** as a class, learners create two diagrams on the board showing how the 4Ps interrelate and work together in the two businesses chosen for the case study activity earlier. **Group activity:** in pairs or small groups, learners work out what might happen if one of the 4Ps was weak or even missing. **Presentation:** learners share their ideas with the whole class. At this point, it would be a good idea for learners to choose the two businesses they are going to use for their final assessment for learning aim A. The importance of independent research needs to be emphasised. To achieve learning aims A and B, learners must select two sufficiently different travel and tourism businesses to ensure full coverage of the assessment criteria. The selection of two different businesses will be from different travel and tourism sectors – for example, one that offers a transport service and one that is a tour operator. You should ensure the travel and tourism businesses learners select will give them sufficient scope to fully complete	Internet access Case studies Web-sites for selected businesses Paper and pens

			the assessment tasks. **Formative activity 1:** learners use the information gained during lessons 1–4 to draft an initial report presenting information on the 4Ps for **two** differing types of travel and tourism businesses. Ask them to think about which of the 4Ps is most important for both of these businesses and why. Encourage them to suggest/identify which of the 4Ps could be improved to make the businesses more profitable. **Assessment task for learning aim A homework, Assignment 1:** learners complete the **first part** of their report **describing** the 4Ps of their two chosen businesses, and **explaining** how they work together **(P1 and M1)**.	
6	**A2:** Factors influencing marketing in travel and tourism	GW/IS	**Lead-in/tutor-led discussion:** explain the differences between internal and external factors. **Class discussion:** learners consider the **internal** factors listed below and discuss how they may influence marketing in the **two** previously selected travel and tourism business: • company ethos • budget • changes to products. **Individual activity:** learners investigate/research the **internal** factors in relation to both of their chosen travel and tourism businesses. **Tutor-led activity:** introduce some case studies of marketing campaigns. Learners then discuss the strengths and weaknesses of each campaign. **Individual activity:** learners produce a short report describing what they think is the best marketing campaign, giving reasons for their choice. Ask: 'Why do businesses need to be careful when considering the scale of marketing campaigns? What other internal factors could affect the campaign?'	Tutor-created worksheets with definitions of **internal** factors Internet access Websites for selected businesses Paper and pens
7	**A2:** Factors influencing marketing in travel and tourism	GW/IS	**Class discussion:** learners consider the **external** factors listed below and define them. For each, discuss and list what is included – e.g. legislation may include equality laws in your country or changes to products may be influenced by recent trends such as	Tutor-created worksheets with definitions of

			veganism. Briefly summarise for the class what each factor includes and discuss these with them. **Group research:** divide learners into three groups. For the two businesses chosen in the previous lesson, each group should research how each external factor (below) could influence their marketing: • legislation • demographic changes • changes to products. **Group feedback:** invite each group to share their findings in a 5-minute group presentation.	**external** factors Paper and pens Interactive board Paper and pens
8	**A2:** Factors influencing marketing in travel and tourism Formative activity 2	GW/IS/ AW/RS	**Tutor-led activity:** recap on the topics covered in lessons 5–7. Tell learners that another external factor is the introduction of new promotional techniques. **Pair activity:** ask pairs to design a new promotional technique for a travel and tourism product/service that uses social media – e.g. a low-cost airline. This could be a Facebook or Instagram promotion. Tell learners they do not need to include a great deal of detail, simply explain how the promotion would work by, for example, explaining: • the target market • what is being promoting • how long the promotion would last • any images/products/personalities that would be included. **Presentation:** Pairs share their ideas with the whole class. **Formative activity 2:** learners use the information gained during lessons 5–8 to continue the draft a report presenting information on different factors that influence marketing in travel and tourism. **Assessment task for learning aim A homework,**	Paper and pens Interactive board Internet access Copy of the table

			Assignment : learners work independently to research and complete the **second part** of their report. First, they need to **review** the impact that the internal and external factors have on their marketing activities **(P2)**.	
Learning aim B: Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses				
9	**B1:** Potential impact on customers	GW/IS	**Lead-in:** introduce the concept of impact objective setting, and its importance to the success for different travel and tourism customers and businesses. **Tutor-led discussion:** Lead a discussion on these questions: 'What is an impact objective? What is an aim? What is a target?' **Pair research:** learners use the internet to research the objectives of different types of travel and tourism businesses. **Tutor-led activity:** explain what a SMART target is. Give some examples of targets and ask learners to identify whether they are SMART or not. If they are not SMART, ask learners to re-write. **Group activity:** learners give an example of a SMART target with reference to their two chosen travel and tourism businesses. **Group activity:** learners select one area of a local travel and tourism business (e.g. large hotel, theme park) that could be improved. They create a SMART target for this improvement. How could they then market their organisation to show this?	Tutor-created worksheets on objectives and how they differ from aims and targets. SMART target activity Paper and pens Internet access Interactive board
10	**B1:** Potential impact on customers	GW/IS/RS	**Lead-in:** briefly recap on importance of objectives to a business. **Group activity:** allocate each group two different types of business – e.g. an international airline and a small local visitor attraction; a major transport hub such as a train station and an international hotel chain. Learners research the potential impacts on customers for these two businesses, e.g.: • attracting new business – they consider different target	Paper and pens Internet access Interactive board

			markets either domestically or internationally, or both, including gaining customers from a competitor • retaining customers/repeat business – e.g. by increasing current customer spend through encouraging more premium business or extra product purchase • encouraging loyalty – e.g. by collecting points on an incentive scheme, or improving the business brand • building on customer relationship management (CRM) techniques. **Plenary/class discussion:** lead a discussion on these questions: 'How do the impact objectives of the two businesses you have researched link to impacts on customers? Why is this important to a business?'	
11	**B1:** Potential impact on customers Cross reference to branding in B2)	GW/IS	**Lead-in:** introduce the concept of branding (which is included in both B1 and B2 of this section). **Individual activity:** learners research the definitions of 'budget brand' and 'premium brand'. **Group activity:** discuss why **branding** so important for customers and businesses. **Class activity:** supply three different types of crisps/potato chips – one a basic brand (cheapest), one a premium brand (most expensive) and one in the middle price band. Hide the identity of each manufacturer, and label them A, B and C. Ask learners to taste each one and rank in order of preference. Collate and analyse the results. What were they? What does this mean? Now study the packets. How does branding affect price/perception? **Group activity:** learners select one of the larger travel and tourism tour operators. Which brands fall under their organisation? Do they use multiple names? If so, why (e.g. appeal, age appropriate, etc.)? **Tutor-led activity:** ask learners: 'How do companies extend their branding so it does not become dated?' Invite examples. **Group activity:** Learners consider which travel and tourism	Paper and pens Interactive board Brochures Internet access 3 packs of crisps and 3 labelled bowls. (A B C)

			businesses have the largest budgets for marketing and why. They should be able to explain how much this affects the amount of marketing that can take place. **Homework:** learners research marketing campaigns (they can search online for 'best travel and tourism marketing campaigns'). Can they find examples of low-budget campaigns? They record their findings and prepare to feed back in lesson 13. Learners also prepare for a visit or talk from a marketing representative at a local business.	
12	**B2:** Potential impact on the business	GW/IS/V	**Tutor-led activity:** a visit to a local travel and tourism business or a guest speaker would be good at this point for learners to look at their marketing – objectives and recent campaigns. The visit should be prepared with questions ready for learners to ask, e.g. 'What are your objectives? How can market aims and objectives can increase market share? How do you ensure profitability and customer loyalty?' (**NB** if a visit is not possible, sometimes a representative from the company will agree to be interviewed using a video call mode. **Individual activity:** following on from this, learners carry out online research into a business similar to the one visited. They must look at the market share of this business and compare the two in a comparison table. Ask: 'How could both businesses attract a younger demographic?'	Arrange and undertake visit Prepared questions

13	**B2:** Potential impact on the business	GW/IS/V	**Lead-in:** recap on what has been learned from previous lesson visit/speaker talk. Invite learners to share their marketing campaign research with the rest of the class – including online research via YouTube clips. **Pair activity:** learners consider which travel and tourism businesses have the largest budgets for marketing and why. Ask: 'How does this affect how much marketing can take place?' Give pairs a budget (equivalent to say US$200 dollars) and ask them to see what marketing activities could be done for this budget. **Presentation:** pairs share their ideas with the rest of the class. **Individual activity:** learners research marketing campaigns (they can search online for 'best travel and tourism marketing campaigns'). Can they find examples of low-budget campaigns? They should record their findings.	YouTube Internet access
14	**B2:** Potential impact on the business	GW/IS/V	**Tutor-led activity:** deliver a presentation that explains the product life cycle. When a travel and tourism business is enjoying increasing profits, it may lead to greater budget for marketing activities and larger dividends to shareholders. On the other hand, when a travel and tourism business encounters a decrease in profits it may be necessary to implement marketing loss leaders to encourage more customers to experience the brand in the short term. Explain why specialist staff are likely to improve marketing functions. **Pair activity:** pairs create a definition for 'mass market' and 'niche market'. Ask: 'What influences niche and mass-market destination change over time in the travel and tourism industry?' **Class discussion:** lead a discussion on the questions: 'How have mass and niche markets changed this century? How do these changes relate to product life cycles?' **Presentation:** learners share their ideas with the rest of the class. **Individual activity:** learners create a product life cycle for a travel and tourism organisation of their choice.	Paper and pens Interactive board PowerPoint slides showing product life cycle with pictures of accommodation changes over time

15 16 17	(*6 hours classroom time plus individual study time if required*)	GW/IS/ AW/RS	**Individual activity:** using the work produced for formative activities 1 and 2 as well as any tutor handouts and notes made during lessons 1–14, learners complete the assignment they started for homework in lessons 5 and 8. **Assessment task for learning aim B, Assignment:** learners independently research their two chosen business and complete the **third part** of their report. They should **present** (in written format) a summary of the marketing activities for each of their chosen businesses and then **analyse** their success. They should then **evaluate** the relationship between marketing and business success in terms of both customers and the business **(P3 M2 and D1)**. **Tutor-led activity:** give learners help and advice on how they can achieve the best possible grade in this assessment.	Paper and pens Summary activity 1 Summary activity 2 Tutor handouts and notes made during lessons 1–14
Learning aim C: Develop a market research activity and using data collected to present an idea for a promotional campaign for a travel and tourism business				
18	**C1:** Prepare for a market research activity	IS	**Lead-in:** explain the structure of the next set of lessons and the tasks that need to be done to complete the assessment for learning aims C and D. Learners should choose to promote a new travel and tourism product or service for a travel and tourism business for their campaign. This will include the preparation stages – e.g. market research for learning aim C – and the delivery stage for learning aim D. The business chosen may be the same as for learning aims A and B or a different business. At this point learners do not need to finalise their choice of business or new product/service. This will be done after content has been delivered and necessary skills have been practised. **Tutor-led Q&A:** test learners' understanding of market research by asking the following questions: • What is market research? • What is a market research objective? How does this differ	Tutor-created worksheets with definitions of marketing research/key terms Paper and pens Interactive board Paper and pens Internet access

			from an impact objective? • Why is it important for businesses to identify customers' needs? • How can market research be used to inform product development? • How might an organisation measure the level of customer satisfaction? • What might the consequences be for an organisation of not having market research objectives? • What is a promotional campaign? Why is it important to choose the correct research method? **Lead-in:** pass round handout samples of primary research documentation to learners. **Tutor-led activity:** introduce the following types of research: • primary • secondary • qualitative • quantitative. **Individual activity:** using your tutor-created worksheets, as learners to work individually to match the key terms with the correct definitions research. **Plenary:** ask learners to think about the new product/service they may wish to promote in their campaign for the next lesson.	

19 20	**C1:** Prepare for a market research activity, and **C2:** Collect market research data	GW/IS	**Lead-in:** recap the definitions of primary, secondary, quantitative and qualitative research. **Class activity:** display a series of questions used in surveys on PowerPoint slides. Ask learners to identify whether each type on question asked – e.g., 'What age are you? Would you rate the cleanliness of the hotel as excellent/good/average/poor?' – are quantitative or qualitative. They could hold up coloured cards (e.g. red for quantitative and green for qualitative) to show their answers. **Tutor-led activity:** introduce the first stages of a promotional campaign, which are: • identifying objectives • choosing research methods in relation to objectives • assembling a target group to concentrate research on. **Pair activity:** introduce scenarios you have designed (e.g. a theme park wishes to gain 10% more customers on weekdays; a low-cost airline wants to introduce a new route in winter; a hotel mainly used by business travellers wants to promote spa weekends). For each new product/service, ask learners to: • identify a SMART objective for the campaign (link to learning aim B) • choose the best research method and say why chosen • describe the target group to be used in the research. **Individual activity:** allocate each learner one of these research methods to work on from: questionnaire, observation checklist, focus group report, feedback cards. Ask them to create documentation to undertake research for the new product/service as allocated in the previous pair activity. **Group activity:** other members of the group can be their 'guinea pigs' to try their documentation out on. **Individual activity:** learners analyse their results and their chosen primary research method, then give feedback to the rest of the group. **Pair activity:** pair learners who did the same type of primary	Paper and pens Internet access PowerPoint slides with scanned in questionnaires or survey cards. Tutor-designed scenarios Sample primary research documentation

			research and ask them to produce a written critique of their work. **Plenary:** facilitate a peer discussion about the successes or failures of each.	
21	**C2:** Collect market research data	IS	**Lead-in:** refer back to lesson 18–20. Revisit primary research – questionnaires, observations, focus groups, surveys, sampling, interview, observation, trials, and questionnaires from returning tourists or passengers. **Tutor-led presentation**: introduce secondary research and explain that sources could include: trade journals; government statistics and professional association publications; social media feedback on hotels; published reports; back data from previous tourists or passengers; government data such as population statistics; and customer spending trends. Remember, it is important when using secondary research that the following questions are considered. • When was the research data collected? • Why the data was originally collected? • How the data was originally collected? • What do the results show? • Are the results valid? • Is new research needed? **Individual activity:** using a search engine or the World Data Atlas, learners search online for travel and tourism-related data sets (three sets will be sufficient). Give guidance on what to research – e.g. trends in inbound visitor numbers to China in last 20 years. Apply the six questions above to **one** set of data. **Pair activity:** learners research why 'validity' and 'reliability' are important factors to consider when carrying out market research in travel and tourism businesses. They should give good and bad examples of market research in terms of validity and reliability. **Presentation:** learners share their research with the whole class.	Paper and pens Interactive board Paper and pens Internet access

22	**C2:** Collect market research data	GW/RS/IS	**Individual activity:** learners research the different uses, and the advantages and disadvantages, of primary and secondary research. Encourage them to think of travel and tourism businesses that might use primary research and travel and tourism businesses that might use secondary research. They should consider the cost of each type of research in terms of collecting and analysing data for the company. **Tutor-led activity:** test learners' understanding of market research by giving them examples of market research objectives for a real travel and tourism business. Then ask them to research their own examples of market research objectives; alternatively ask a visitor or speaker to share their organisation's marketing objectives. **Group activity:** in small groups, learners discuss the purpose of having market research objectives, then feed back their findings to the wider group. **Class discussion:** learners participate in a class debate about the advantages and disadvantages of different research methods and collecting different types of data. **Individual activity:** encourage learners to generate their own ideas or research questions about an area of market research in which they could realistically conduct a study within the travel and tourism sector.	Paper and pens Interactive board Examples of market research Internet access
23	**C2:** Collect market research data	IS	**Individual activity:** using the internet learners create definitions for 'qualitative research' and 'quantitative research', giving examples of how and when each type of research would be used in the travel and tourism industry. **Pair activity:** • Test learner's knowledge of market research by asking them to produce a short case study that describes a piece of qualitative research that has taken place in the travel and tourism industry recently. • Next, they should produce a short case study that describes a piece of quantitative research that has taken place in the travel and tourism industry recently. **Presentation:** learners share their case studies research with the	Paper and pens Interactive board Internet access

			whole class. **Tutor-led activity:** ensure learners understand why 'validity' and 'reliability' are important factors to consider when carrying out market research. Give them good and bad examples of market research in terms of validity and reliability.	
24	**C2:** Collect market research data	GW/IS	**Scenario:** Give this scenario to learners and explain what they will do next: You are currently employed as a market researcher for a travel and tourism organisation [a local hotel would be a good example]. You have been asked to undertake a specific market research activity for your organisation: • Have guests enjoyed their stay at the hotel? • What did they enjoy most? • What could be improved? • Would the guests recommend the hotel to the family and friends? This will involve you choosing an appropriate research method to find out customers' opinions about a travel and tourism product or service. You will need to design a set of market research objectives and carry out primary research to find out opinions about a travel and tourism product or service. As you do this, record the research techniques you have used giving reasons for your choices. **Group work:** in groups of four, learners work out their market research method. Each group nominates one member to be the researcher; the other three should act as hotel guests. The researchers carry out the market research. **Presentation:** Each group reports back to the whole class how the market research exercise went. Groups also discuss what they would change next time (if anything).	Paper and pens Interactive board Internet access
25	**C3:** Analyse and present market research data	GW/IS	**Presentation:** learners talk through the three data sets collected during lesson 21 and explain what they mean. This can be done using the classroom board and may be integrated into a PowerPoint presentation. **Class discussion:** during the various presentations the rest of the class should write down their ideas on the following question: 'When (in what situation) would a travel and tourism organisation use each of the presented data sets?'	Paper and pens Interactive board Internet access

			Individual activity: learners choose any travel and tourism business and explain which sets of data they would use to carry out market research and explain why.	
26 27	**C3:** Analyse and present market research data (*this will take two lessons*)	IS	**Lead-in/Tutor presentation:** learners will need to conduct competitor analysis to enable them to present data to support their business case for a promotional campaign. Outline how they can do this. **Individual activity:** • Learners select **two** different travel and tourism businesses from the **same** sector from the following: transport hubs and gateways; transport principals; tour operators; travel agents; visitor attractions; accommodation; trade associations; information and promotional service providers. • They collect data from their chosen businesses (e.g. quantitative – finance figures, customer numbers; qualitative – customer reviews, focus group responses), then assess the strengths and weaknesses of each organisation – e.g. numbers of customers, wide range of different target markets, seasonality, profitability, high and low season tariff dates. The data collection can be primary or secondary. • Learners consider these questions: 'Do the businesses have any competitors either domestically and/or internationally? Are the businesses targeting the same customers?' • They also consider the cost of each type of data set in terms of collecting and analysing data for the selected companies (primary, secondary, qualitative and quantitative). They think about the question: 'How does each organisation differential their product offer?' Learners then give a presentation using a comparison chart they have produced showing the research for each business given under the same headings. You could give sample headings – e.g. Accommodation sector.	Paper and pens Internet access

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<tr><td>Data</td><td>Large hotel, e.g. Hilton</td><td>Self-catering cottage</td></tr>
<tr><td>Finance – annual turnover/profit</td><td></td><td></td></tr>
<tr><td>Customer numbers per year</td><td></td><td></td></tr>
<tr><td>Customer reviews/scores – e.g. on TripAdvisor</td><td></td><td></td></tr>
<tr><td>Target market</td><td></td><td></td></tr>
<tr><td>Price of a room – per night/per week</td><td></td><td></td></tr>
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<td>28</td>
<td>C3: Analyse and present market research data</td>
<td>IS</td>
<td>Presentation: learners can individually present their research to the class, which can then be followed by a class discussion/debate on the question: ‘What does this tell each business about their competition?’

Class discussion: lead a discussion on the question: ‘What would happen if an organisation based its marketing strategy on data which was invalid, unreliable or out of date?’

Summary activity/plenary: as a whole class, briefly continue the discussion with this question: ‘What consequences might this have on the businesses selected in lessons 25–27?’</td>
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<td>29</td>
<td>C3: Analyse and present market research data</td>
<td>GW/IS</td>
<td>Lead-in: ask learners to contribute all the different ways they can think of that could be used to present the data that has been researched. (Draw out answers that include: graphs, charts, written in reports, etc.).
Tutor-led activity: Ask learners to consider: How do travel and tourism businesses identify potential markets and customers? Show images of products to exemplify what you are talking about (e.g.</td>
<td>Paper and pens
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Images/props</td>
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			hotel offering spa treatments – potential markets may include women, sports people, etc.). Aim to use five different products/services. Use images on slides of destinations worldwide. Play a promotional video for a destination such as Cuba. (You could search online for: Cuba Vacation Travel Guide/Expedia. **Pair activity:** for each image/video learners identify **two** potential target markets/customer types. **Individual activity:** referring to the different images shown, write a report that links the image to a potential market. Learners explain why they made their decisions, then discuss the question: 'Is this a safe form of research?' **Class discussion:** lead a discussion on why businesses need to identify their customers.	Slides and YouTube promotional videos
30	**C4:** Present a viable business case for a promotional campaign	GW/IS	**Group discussion:** pose the question 'How do travel and tourism businesses know who to target in a marketing campaign?' Working in groups, ask learners to discuss how they would find this information (e.g. questionnaires, focus groups, interviews, or observations of people in a travel agency, etc.). **Individual activity:** learners find a way of identifying one preference for the class (e.g. type of holiday, favourite people to spend time with, activities they enjoy, etc.). They create a way of finding out this information to use on their peers. **Group activity:** learners try out their method of data collection on their peers. **Q&A:** ask learners: 'What are the pitfalls of these market research tools? Are there any issues with the information found out? Is it reliable? Did those using a survey ask the right questions? Did those using a focus group find one person dominant?' Discuss the advantages and disadvantage of using each method. If you were to repeat this, would people answer in the same way? Could their mood influence what they said as their answer? How do companies get around this?	Images/props Paper and pens Interactive board Internet access
31	**C4:** Present a viable business case for a	GW/IS	**Lead-in:** ask learners to produce a definition for the following key	Poster

	promotional campaign		terms: 'analyse data' and 'viable business case'. **Tutor-led activity:** show learners a poster/billboard, a magazine advert and a TV advert for a holiday. Discuss how these examples stimulate interest (e.g. use of colour/sound/fonts/pictures). **Individual activity:** learners create a Top 10 of adverts they like and that they feel are most effective. They analyse why they like these adverts the most. What do they have that others do not? Next, they select an advert most suitable for at least three other customer groups (e.g. business travellers, senior citizens, family with children). How are these adverts different from those that appeal to them personally? **Individual activity:** learners produce an advert/poster for a holiday that would appeal to them/their age group.	Magazine advert TV advert Paper and pens Internet access Paper and pens Internet access
32 33	**C4:** Present a viable business case for a promotional campaign Formative activity 3	IS	**Formative activity 3 for the whole of learning aim C** **Lead-in:** learners select **one** travel and tourism business. It could be a travel and tourism business that has been visited or one that has been researched on-line. It could be one of the businesses used for learning aims A and B. **Individual activity:** learners create a report (with additional evidence as they wish) to show how their chosen business currently: • advertises their product to at least three different customer groups (e.g. business travellers, senior citizens, family with children) • meets the needs of international and domestic customers • deals with complaints (to include customer charters and complaints procedures) This activity aims to prepare learners for Assessment 2 but there is no direct overlap as its focus is on research skills, and will give the background information needed to enable them to choose their new product/service.	Paper and pens Internet access

34 35	**Assessment:** Plan, design documentation, and conduct a market research activity. Recommend an idea for a promotional campaign. (*4 hours classroom time plus individual study time if required*)	IS	**Assessment task for learning aim C, individual activity:** using the work produced for summary activities, class-work and tutor handouts, plus notes made during lessons 15–33, learners should complete assessment 2 at this stage. They should: • **choose their new product/service** for their selected travel and tourism business • plan their research – including objective setting • design the documentation to be used for primary research • undertake some secondary research • analyse and present the data collected • present their business case for a promotional campaign for their new product/service. **Task:** plan, design documentation, and conduct a market research activity. Recommend an **idea** for a promotional campaign **(P4 and M3)**. The idea may be presented in written or oral form by learners. **Homework:** learners complete their own individual research and write up their report for submission for learning aim C. Give them help and advice on how they can achieve the best possible grade in this assessment.	Paper and pens Summary activity 3 Summary activity 4 Tutor handouts and notes made during lessons 15–33
Learning aim D: Deliver a promotional campaign for a travel and tourism business and evaluate success				
36	**D2:** Delivering a promotional campaign		**Lead-in:** explain that before learners' campaigns can be assessed (learning aim D1) and evaluated (learning aim D3) it is necessary to complete learning aim D2 – where the campaign itself is delivered. **Tutor-led activity:** for learning aim D2 learners need to know how to design and plan a promotional campaign for a travel and tourism business. You should outline the stages to be included in delivering a campaign, which include the following. • Stating the aims and objectives – are these to increase profit, to gain more customers, to diversity the market, to attract a different market, to increase attendance/awareness … or others?	Paper and pens Internet access

			• Promotional techniques and materials to be used (**two different ones**); which will they choose from advertising, leaflets, sales promotion, discounts, sponsorship/endorsements …? • Time scale of the campaign – a week, a month, longer – and why? (This may be cost related.) • Season for the campaign – peak, off peak, and why? • Designing promotional materials to meet aims/objectives, appeal to target market – domestic, international, ages, cultures etc. **Individual task:** learners produce drafts of **two different pieces** of promotional materials that will support their campaign for their chosen new product/service. **NB** The promotional materials need to be different – for example, they cannot be two leaflets. One may be for the domestic market and one for the international market. **Homework:** learners finish these off and hand in – to be used in next session.	
37	**D2:** Delivering a promotional campaign **D1:** Assessing promotional campaign in meeting aims and objectives of the business	GS/IS/GW/V	**Tutor-led activity:** explain that AIDA principles can be used by travel and tourism businesses to ensure that any promotional materials are effective at getting the attention of the intended target market. You should explain to learners what AIDA is and how it can be applied to promotional materials: A – Attention I – Interest D – Desire A – Action. **Tutor-led activity:** display a piece of promotional material at the front of the class and use this to illustrate the different AIDA principles. For the same promotional materials, learners could also consider and discuss the extent to which the AIDA principles have been applied and whether the AIDA principles have been applied effectively or not.	Posters Advert TV advert Paper and pens Internet access

			Pair activity: give learners examples of the promotional materials that have been designed by others in the class. Ask them to analyse what makes the materials effective or ineffective. What do they think is the target market? They should share their findings in small groups, and produce a mini-report that shows how these materials make use of AIDA principles and any possible improvements that could be made to the materials. **Plenary:** hand back the materials to the learners who originally designed them and ask for comments. **Homework:** learners make any suggested changes to their materials they think would improve them.	Promotional materials produced by class members
38	**Assessment (part one)** **D2:** Delivering a promotional campaign	GS/IS/GW/V	**Assessment task for learning aim D (part one):** learners deliver a promotional campaign for a travel and tourism business. **Scenario for learners:** *You work for a large travel and tourism business and employees in the marketing department and have been invited to design and plan a promotional campaign.* **Individual activity:** learners produce a plan for their promotional campaign. This should be factual and name the selected business, identify the objective(s) of the campaign (usually found in their mission statement), the target market, the timings, the cost and budget considerations, scale, timescales, the use of a variety of promotional techniques, as well as the procedures for monitoring and evaluating and the promotional methods to be used **(P5)**. This may be presented in written or oral format. **Tutor-led activity:** give learners help and advice on how they can achieve the best possible grade in this assessment.	Posters Advert TV advert Paper and pens Internet access
39	**Assessment (part two)** (*4 hours*) **D2:** Delivering a	IS	**Assessment task for learning aim D (part two):** learners use the materials produced in lessons 36 and 37 as a basis for part of this task. **Individual activity:** learners must produce **two different** promotional materials. The materials could be a leaflet, a direct marketing item, a poster, pop-up advert, display, etc. Assessment should ensure a balance between creativity and fitness for purpose. The materials should be attractive and well presented; any text	Posters Advert TV adverts Paper and pens

40	promotional campaign		should be typed, spellchecked and proofread. Learners should be encouraged to use colour, images, different fonts and different font sizes. However, their items must remain informative and fulfil the requirements of any promotional material in terms of ability to meet objectives, e.g. attract and inform customers. The promotional material should include: • the name of the promotional campaign • dates when the campaign will take place • the names of any celebrities involved with the campaign • cost of tickets (if appropriate) • details of how to find the venue via road and public transport (if appropriate) • contact details, such as the telephone number or website address. The promotional material could be used to promote extended opening times, special offers, a new product, an event, etc. Evidence must be submitted individually **(P6)**. **Tutor-led activity:** give learners help and advice on how they can achieve the best possible grade in this assessment.	Internet access
41	**D1:** Assessing promotional campaign in meeting aims and objectives of the business	GS/IS/GW/V	**Tutor-led activity:** For learning aim **D1**, learners need to know how to assess whether their own promotional campaign for their new product/service will be successful in meeting the aims and objectives of their chosen business. • Define the term 'KPIs'. Learners give some examples of these for their chosen business. • Discuss how well it links to the overall objectives of the business – e.g. mission/company ethos (which can usually be found on their website). These may include sustainability policies, widening opportunity etc. Give learners examples of other promotional campaigns (from a visit or from guest speaker's business, if possible). **Group activity:** ask learners to look at the promotional campaigns	

			critically. They should consider how successful the campaign is in relation to: • the objective(s) of the campaign, • the target market, • the timings, • cost and budget considerations, • scale/ timescale • variety of techniques/materials used. **Plenary activity:** learners consider their own campaign under these same headings.	
42	**Assessment (part three)** **D1:** Assessing promotional campaign in meeting aims and objectives of the business	IS	**Assessment task for learning aim D1 (part three):** learners should apply AIDA to the final versions of the promotional materials they have produced and evaluate their effectiveness. They also need to explain how the campaign will meet the aims and objectives of the chosen travel and tourism business and the needs of the target market **(M4/D2)**. **Tutor-led activity:** give learners help and advice on how they can achieve the best possible grade in this assessment.	This assessment relates to Assessment 3 (part one)
43 44 45	**D3:** Evaluation of promotional campaign **Assessment (part four)** (*6 hours allowed here for learners to complete all four parts of the*	IS	**Assessment task for learning aim D3 (part four): Evaluate your promotional campaign for a travel and tourism organisation:** the evaluation must include an analysis of the research data used to inform the selected target market and competitors, and a justification of the techniques/materials, timescales, costs and so on used to fully deliver the objectives and meet customer needs, both domestic and international. The evaluation should also recommend improvements to the campaign, which need to be justified. This could include changes that may need to be made if the campaign was to be delivered internationally or domestically.	Paper and pens Interactive board Internet access Tutor handouts and notes made during lessons 36–41

45	*assessment for learning aim D*)			

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.